



Year 1

Termly Curriculum Overview

Summer Term 1

<p>Religious Education</p>	<p>Branch 5 Ends of the Earth The children will hear the reading of the Road to Emmaus and learn in Year 1 we spread the Good News through our actions trying to become more like Jesus and by helping others with love, prayers and charity. They will hear the reading of Promise of the Spirit and the Ascension, learning that when people open their hearts to the Holy Spirit they are changed as the Apostles were changed and the Church celebrates the Ascension and Pentecost on special days of celebration. The reading of Pentecost will teach us that the mission of the Church begins at Pentecost. They will also look at how Pentecost is celebrated in another part of the world.</p>
<p>Maths</p>	<p>Numbers 50 to 100 and beyond</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number; count on and back in two, five and ten. read and write numbers from 1 to 20 in numerals and words; read and write numbers to at least 100 in numerals (Y2 objective). given a number, identify one more and one less. identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations (non-statutory guidance). <p>Addition and subtraction</p> <ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers, including zero add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (Y2 objective) read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ <p>Money</p> <ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$

<p style="text-align: center;">English Reading</p>	<p>Focus Text: The Secret of Black Rock <i>Narrative:</i> A return story <i>Purpose:</i> To narrate <i>Recount:</i> Postcards <i>Purpose:</i> To recount <u>Word Skills</u> Build on previous units & focus on:</p> <ul style="list-style-type: none"> • Reinforce plural noun suffix -s –es • Reinforce how prefix un – changes the meaning of verbs and adjectives <p><u>Sentence Skills</u> Build on previous units & focus on:</p> <ul style="list-style-type: none"> • Combining words to make sentences Joining words and clauses using-and, because, so, but <p><u>Text Skills</u> Build on previous units & focus on:</p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives <p><u>Comprehension skills:</u> To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • To recognise and join in with predictable phrases • To discuss word meanings, linking new meanings to those already known <p>Understand the books they can read and listen to by:</p> <ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher • Discussing the significance of the title and events • To make inferences on the basis of what is being said and done • To predict what might happen on the basis of what has happened so far • To participate in discussion about what is read to them, taking turns and listening to what other say <p>*In addition to the daily English lesson and story time pupils will also be given the following reading opportunities. Pupils choice – Daily (reading for pleasure) Home Readers – Weekly * Daily Phonics lessons - Including application practise of the focus phonemes of the day.</p>
<p style="text-align: center;">English Spelling, Punctuation, Grammar</p>	<p>Daily English basis skills sessions on the following: <u>Spelling</u></p> <ul style="list-style-type: none"> • Spelling patterns for words including: ph, wh, oa, oe, a-e, e-e, i-e, o-e, u-e • Basic Skills - prefixes <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Separation of words with spaces • Becoming more confident in using capital letters, finger space and full stops in writing to demarcate sentences. • Capital letters for names and for the personal pronoun I. <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Write in a formal style. • Begin to use question marks and exclamation marks in writing.
<p style="text-align: center;">English Writing</p>	<p><u>Fiction</u></p> <ul style="list-style-type: none"> • Tell/Read stories with predictable and patterned language. • Identify and talk about the effect of patterns of language and repeated words and phrases. • Join in with and recite parts of or whole stories. • Demonstrate how to discuss a book, identifying main characters, events, familiar/unfamiliar settings and looking for patterns in the text. • Use language play to orally explore, adapt and invent words, sentences or lines based on patterns in familiar stories.

	<ul style="list-style-type: none"> • Demonstrate and then write new sentences based on the patterns explored. • Write the new story, first through modelled and then through shared composition. Children independently tell and write their own sentences for the whole or part of their story, incorporating ideas from earlier on in the unit and drama. <p><u>Non Fiction</u></p> <ul style="list-style-type: none"> • Discuss differences between fact and fiction. • Record the information as a list, chart or spider diagram. • Identify and display the key features of simple information texts. • Use talk for writing, with digital pictures/other sources, to remind children of content, and practise composing sentences orally in the style of the text. • Children write their own page for an information book and a postcard. Children will produce and publish by applying all the learning.
<p style="text-align: center;">Geography</p>	<p>Weather and Seasons</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries.
<p style="text-align: center;">Physical Education</p>	<p>Net and wall games</p> <ul style="list-style-type: none"> • Able to send an object with increased confidence using hand or bat; • Moves towards a moving ball to return with hand or bat; • Scores points against opposition over a line/net; • Selects and applies skills to win points; • Chases, stops and controls balls and other objects such as beanbags and hoops; Identifies space to send a ball; • Be able to send an object in isolation; • Moves towards a moving ball to return it with hand or bat; • Be able to demonstrate basic sending skills in isolation; <p>Dance</p> <ul style="list-style-type: none"> • Perform basic body actions; • Use different parts of the body singly and in combination; • Show some sense of dynamic, expressive and rhythmic qualities in their own dance; • Choose appropriate movements for different dance ideas; • Remember and repeat short dance phrases and simple dances • Move with control • Vary the way they use space • Describe basic body actions and simple expressive and dynamic qualities of movement
<p style="text-align: center;">Computing</p>	<p>Coding</p> <p>During this unit children will:</p> <ul style="list-style-type: none"> • Understand what coding means in computing. • Create unambiguous instructions like those required by a computer. • Build one- and two-step instructions using the printable code cards.
<p style="text-align: center;">Art</p>	<p>Painting – Weather and seasons ‘David Hockney’</p> <ul style="list-style-type: none"> • Identifying Primary Colours • Creating a four season image • Using paint to show different weathers • Researching the artist David Hockney and creating pieces in his style.

PHSE	Mental health and emotional well-being During this topic we will connect with, discuss and begin to understanding our different feelings.
RSE	Spiritual To celebrate ways that God loves and cares for us.
Curriculum Enrichment	Workshop – Fork to food Focus.